HOME LEARNING

YEAR 5

02/07/2020

Meeting ID: 751 802 3376

Good morning year 5,
We hope you have managed to enjoy the sunshine the past week. Today we will be continuing with our funny stories in English and for maths we will be looking at all combinations of metrics and how to convert them.

Yesterday's anagram
swimming

Today's anagram
teenrint

Have a lovely day,
Ms Gayer and Mr McCann

This week's Pictures

Writing

Thursday LO: to write a funny scene

Today we will be writing the scene where your character uses the dragon. Try to make the scene funny!

If I were writing the scene for my story, where Molly uses the dragon to scare the bully I might describe:
- the bully approaching Molly at lunchtime and starting to pick on her.

- Molly shouting "Now!" and the dragon growing from a tiny size to an enormous beast – perhaps a teacher in the playground might start crying!? Perhaps Gerald will accidently do a little burp? *"I always have problems with gas when getting bigger"*

- the dragon picking up the bully by her feet and flying off into the sky. The bully screeching. Children in the playground with their mouths open in awe

- the dragon telling the bully she is a very naughty girl and that she should be nice to Molly

- the bully, after being dropped off, apologising to Molly and Molly introducing Gerald to eveyone at school. Perhaps the teacher faints!?

Remember, your aim is to introduce some humour to your story!

Tips for success:
-   Use humor in your writing
-   Use descriptive and exciting vocabulary
-   Have a strong sense of imagination

Reading

Day 4

Using the extract practise writing:
•   x3 on the line questions
•   x3 between the lines questions
•   x3 beyond the text question

Once you have finished ask your parent or sibling to answer them for you and mark their answers.

Tips to help:
On-the-line questions
Remember, these are simple questions that the reader can find and retrieve from the text.
e.g. Who is Grace?
Between the lines
Remember, these are questions that you need to infer (work out) from clues in the text. The answer is not always obvious.
e.g. What kind of shop did Matilda's grandparents own?
Beyond the text questions
Remember, these are questions you can link to your own life experiences or perhaps to other art (books, films, tv) that you have encountered. The answer to these questions is not written in the text – the reader needs to work out the answers.

Maths

Lesson 4- Drawing lines and angles accurately

In this lesson, we will convert between all combinations of mm, cm, m and km, including splitting conversions into more than one step (for example, mm to m to km). We will identify the values we need to use for any conversion and apply these in multi-step problem-solving contexts.
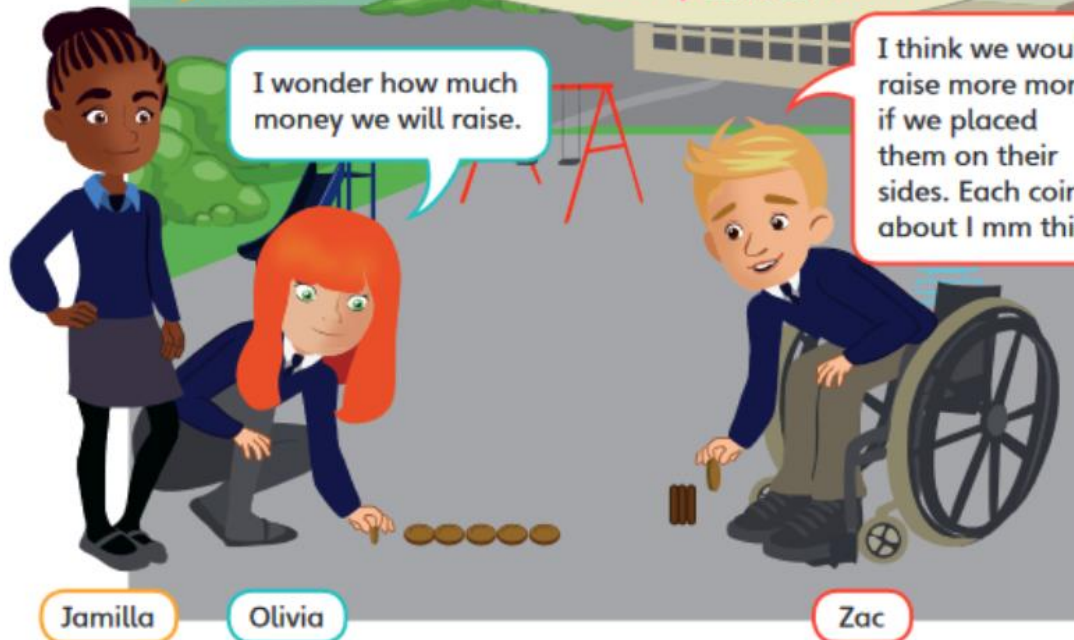
Key vocabulary: base metric unit, millimetre, centimetre, metre, kilometre, length, convert, decimal, unit

I know that each 1p coin is about 1 cm long.

Charity chain of coins
Let's raise 1 km of 1p coins for charity!

I wonder how much money we will raise.

I think we would raise more money if we placed them on their sides. Each coin is about 1 mm thick.

Jamilla   Olivia   Zac

1 a) How many 1p coins do the children need to lay flat to make a line 1 km long?

How much money will they have raised for charity?

b) How much more money would the children raise if they use Zac's idea and placed the coins on their sides?

Share

a) The base metric unit of length is the metre.

I m
100 cm
1,000 mm

I millimetre = $\frac{1}{1,000}$ m   I centimetre = $\frac{1}{100}$ m

I kilometre = 1,000 m

I Ip coin is I cm long.

100 Ip coins will be I metre long.

There are 1,000 m in I km.

$100 \times 1,000 = 100,000$

The children will need 100,000 Ip coins to make a line I km long.

We know that 100p = £1.

$100,000 \div 100 = 1,000$

They will have raised £1,000 for charity.

> I did it a different way. I know there is 100p in £1 and that 100p is the same as 100 cm which is I m. So I multiplied £1 by 1,000 m to get £1,000.

b) I cm = 10 mm

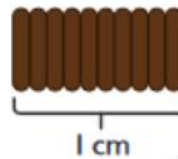So there are 10 coins for every I cm.

I m = 100 cm

So in I m there are $10 \times 100 = 1,000$ coins.
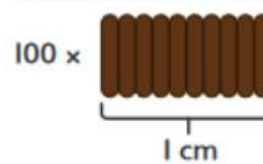
1,000p = £10   I km = 1,000 m

So, I km must be £10 × 1,000 = £10,000

£10,000 − £1,000 = £9,000

The children would raise £9,000 more if they placed the coins on their sides.

I cm

I m
100 cm

100 ×

I cm

= 1,000p = £10

1 Olivia makes a chain of coins 600 mm long. Each coin is 1 cm wide.

Use both methods to work out how many metres her chain of coins is.

Method 1

1 cm = 10 mm

To convert mm ⟶ cm, ÷ 10   To convert cm ⟶ m, ÷ 100

☐ ÷ ☐ = ☐   ☐ ÷ ☐ = ☐

600 mm = ☐ cm   ☐ cm = ☐ m

H	T	O	
6	0	0	mm
			cm

T	O	•	Tth	Hth	
		•			cm
		•			m

Olivia's chain of coins is ☐ m long.

Method 2

1 m = 1,000 mm

To convert mm ⟶ m, ÷ 1,000

☐ ÷ ☐ = ☐

600 mm = ☐ m

H	T	O	•	Tth	Hth	THth	
6	0	0	•				mm
			•				m

Olivia's chain of coins is ☐ m long.

2 **a)** Max walks $\frac{1}{2}$ km to Bella's house.

Put these steps in the correct order to show how to work out how far he walks in centimetres.

A   Change m into cm by multiplying by 100.

B   Convert $\frac{1}{2}$ to a decimal.

C   Change km into m by multiplying by 1,000.

b) Now work out the answer.

3

CHALLENGE

When we convert between millilitres and litres or between grams and kilograms I only need to know how to multiply and divide by 1,000.

Reena

But when we convert between metric units of length, there seems to be more to remember.

Luis

mm   cm   m   km

Although there are more conversions, the numbers involved are very similar.

Explain what you need to do to convert between each pair of units and why.

Now complete pages 120–122 in your power maths books.

Weekly Spellings

The rule for this week is **homophones** and other words that are often confused. Please practise learning the words every day by putting the words in sentences and get an adult to test you on Friday.
 e.g. The basic principle was that those who worked hard would be rewarded.

advise
advice
device
devise
licence
license
practice
practise
prophecy
prophesy
complement
compliment
principal
principle
stationary
stationery
morning
mourning
preceded
proceed

Foundation Work (for the week)

PSHE– due Friday at 12pm

This week we are going to be doing a PSHE topic. We thought it would be fun for you to think about your interests and what you enjoy doing/learning about.

Your task is to create a poster which tells people all about you. You might want to think about your interests, your favourite things, what you enjoy learning about and the person you hope to be as you grow older.

All About Me

Make a poster to tell people all about you.

Launch App   Set as a 2Do
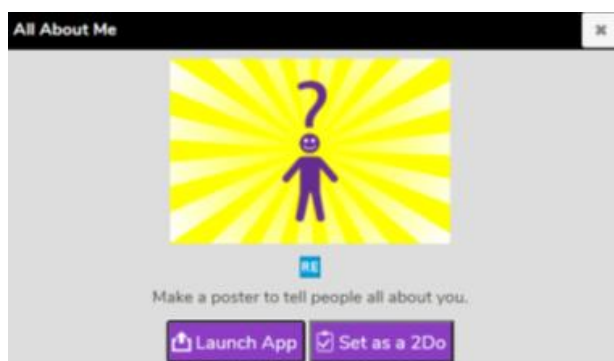
Diary

Write a diary of what work and activities you did today. Remember to include your emotions and opinions.